DOCUMENT RESUME

ED 243 542 JC 840 219

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TITLE The Appropriate World History for the Community College: Constructing a Syllabus and Selecting Suitable Supplemental Readings and Audio-Visual Aids.
PUB DATE 28 Dec 83
NOTE 31p.; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, December 28, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Audiovisual Aids; Community Colleges; *Course Content; Course Descriptions; Course Objectives; Curriculum Development; *History Instruction; Textbook Selection; Two Year Colleges; Two Year College Students; *World History

ABSTRACT

A description is provided of the development of "The History of the Modern World," a one-semester course offered at Bronx Community College (BCC), which was designed to survey the major aspects of the significant events that are part of the political, economic, social and cultural heritage that have shaped the course of world history since 1850. The first sections of the paper look at the changes in the curriculum and student body of BCC which led to the abandonment of the traditional two-semester western civilization course in favor of the world history course. The objectives of and topics covered during the course are outlined next, followed by information on assignments, supplementary audio-visual materials and the role of the Learning Resources Center. Next, four course parameters are discussed: (1) the emphasis on the modern world; (2) the use of the mid-nineteenth century as the starting point; (3) the use of a chronological-topical approach; and (4) the avoidance of the esoteric and the emphasis on breadth. The next section discusses the problems encountered in the selection of the course's narrative text, source readings, and audio-visual materials. Finally, information is offered on examinations, tutorial assistance, review sessions, and student feedback. The course syllabus, samples of supplementary readings, and a handout presenting items (e.g., individuals, concepts, events, and publications) for students to identify are attached. (HB)

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ED243542

American Historical Association Annual Meeting

December 28, 1983 - San Francisco, California

Wednesday, December 28: 5:00-7:00 P.M.

63: WORKSHOP: TEACHING WORLD HISTORY

The Appropriate World History for the Community College: Constructing a Syllabus and Selecting Suitable Supplemental Readings and Audio-Visual Aids

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JC 840 219

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The Appropriate World History for the Community College: Constructing a Syllabus and Selecting Suitable Supplemental Readings and Audio-Visual Aids

- Samuel D. Ehrenpreis

About fourteen years ago, Bronx Community College was overwhelmed by a movement that had become the most characteristic trend in higher education of the late 60's and early 70's. I like to refer to it as the "let it all hang out" movement. It led on many campuses to a complete or near complete abandonment of the basic core of required courses. Popularity, "rap" courses, new fads /whether it be reflected in an interest in witchcraft (the history thereof) or "how to achieve instant sexual gratification"/ all too often replaced courses in mathematics, languages, English composition and, yes, that old standby History of Western Civilization. Even if the basic courses were not completely replaced by the "Chinese menu approach," they were either alternatives (all too often ignored) or they were reduced in number and often watered down. History courses, especially the required introductory course suffered drastically and hundreds, probably thousands of promising graduate students, found that they were trained to perfection in their craft but were bereft of the opportunity to practice it.

Bronx Community College's History Department was more fortunate than many departments at other institutions who found their courses no longer required. However, while we did find that the history requirement still remained, it had been halved from one year to one semester. Fortunately, at first, burgeoning enrollments and the dismissal of adjuncts kept the full-time history faculty intact.

Over our objections, the College's Curriculum Committee reinforced by a sizable infusion of student activists determined that while Western Civilization remained in the watered-down core, students could opt for either the first or the second half of the course to fulfill the one-semester requirement. As time went on, the Department managed to direct more and more of our students into the second half (1715-present). The feeling persistently grew that this was not a satisfactory

answer to what we felt was the best exposure to a course in history for our students.

We are an urban community college offering many terminal career programs as well as a number of career transfer programs. Further, about 28-30% of our students are in the liberal arts transfer program.

At present, about 93% of our students are either Black or of Hispanic origin. We also have a number of students who are of Haitian and Indian-Pakistani origin. Twenty years ago, our ethnic composition was quite different and Blacks and Hispanics probably made up about 10-15% of the student body. Our present enrollment is less than 8,000 and equates to about 6,000 FTE's. A majority of our students are female, average age about 26, and a majority of our students are working. A great many of our female students have children.

The overwhelming majority requires remediation in reading, writing and mathematics. Most of our students require financial assistance and about 90% qualify for full tuition, thus the relatively modest cost of our tuition is borne for them by the State of New York. As indicated by their placement scores, most of our students are ill-prepared to cope with college-level courses when they first arrive on our campus. Experience has taught us that whatever exposure they may have had to any history in high school has left little or no impression or recollection. The typical student is a tabula rasa fresh from the womb of historical ignorance.

It became evident to all of us in the department that the changed student body - changed not so much in terms of ethnicity but changed by new admission standards (open admission was prematurely introduced in 1970) - were not only inadequately prepared but also needed a different sort of historical exposure than an earlier generation of students.

We posed a series of questions for ourselves which constantly returned to: "Given the type of student coming into our college, the student's background, etc.

and given the expectation that the overwhelming majority would take only one one-semester course in history, what would be the most useful and meaningful approach?" We quickly abandoned the "Chinese menu" idea and slowly, and somewhat wistfully threw in the sponge on Western Civilization.

Our students were quite parochial in their knowledge of affairs, especially of the world about them. They failed to appreciate the need to develop a better understanding of that world - a weltanschauung, if you will. We had to attempt to develop a critical awareness of a person's place in the scheme of things, to develop an ability to examine the historical process and perhaps gain a recognition of the need to find coherent and precise answers to the problems of our times. We hoped he or she would, in gaining an understanding of the past, be able to understand that, as a citizen, he had a role to play in our world's society. These terms may appear to be high-flown but, nonetheless, the objectives are meaningful, especially if we could use the study of the past to help our students to think critically.

A course in the history of the world, to us, came to be the logical answer. It did provoke for us almost as many questions as it appeared to answer.

Obviously, we had to stir our students' imagination, stimulate as much interest as possible, make things come alive, indicate the value of this learning experience, etc., etc. We all try to do this in our teaching. It was the nuts and bolts of the course that now concerned us. Where to begin, where to end, what to include in a fourteen-week, three-credit course? Where does one find a suitable textbook? I'll answer that one right out. Unless you write one especially for your course, you will be forced to compromise and adapt.

Chronologically, the course begins in the mid-nineteenth century. It does backtrack somewhat in that the first major topic, the Industrial Revolution, starts earlier. The brief course description at the beginning of the syllabus will give you a fair idea of our objectives:

"The History of the Modern World is a one-semester course intended to survey the major aspects, in topical form, of the significant events that are part of our political, economic, social and cultural heritage and that have shaped the course of our world's history since 1850.

"Additionally, there are special materials such as slide/sound programs, tapes, etc., in the Learning Center which will be assigned to the student for supplementary use."

There are twelve topics, each of which, more or less, should be covered within three classroom hours. That leaves an additional six hours for examinations, extending a topic or something extra, depending upon the instructor's judgement in this regard.

The topics are:

I. The Industrial Revolution
II. Consolidation of the Modern States
III. Western Civilization Reaches Its Zenith
IV. Europe's Intellectual Revolution
V. Modernization Conquers the World
VI. The Great War - and After
VII. Results of Global Conflict
VIII. World War II
IX. Great Power Rivalries
X. Empire into Nations - The Third World
XI. The Shape of the Modern World
XII. Intellectual and Social Change

As you will see from the syllabus, each topic is subdivided to provide a framework for the student's notes and assignments; appropriate video tapes, slide/sound programs are noted alongside the proper line in the syllabus. The audio-visual materials are in italics to differentiate them from the rest of the

assignment. The assignments in the two texts are firm. The A.V. materials are not. Assignment of A.V. materials rests with the instructor who is expected to have his students use the specific items he assigns. The student is, of course, free to pursue further, and often does. However, the intent was to give both student and instructor considerable latitude in the selection and use of these items.

Our Learning Resources Center is designed to supplement classroom instruction through the use of micro-computers, cartridge films, slides, filmstrips, records, tape recordings and video-cassettes. We also have the facilities to produce all of these items on campus.

During the Spring, 1982 semester, the some 500 students enrolled in our basic history course made extensive use of our cassette, filmstrip and slide/sound programs. The rate of utilization was 2279.

I've brought along some pictures to give you an idea of the physical facilities. I shall return to the selection of these materials later but, first, I would like to address myself to the parameters we set for our course:

Forty-two hours is a relatively brief time for covering what may have happened in the world during the last century and a third. We were aware that we had attempted to cover much greater extensions of time in the basic Western Civilization courses. World Civilization courses tend to be even more ambitious in that respect.

We decided that, first, we would deal with the modern, near contemporary world. Second, we agreed that the mid-nineteenth century was a good starting point. In Europe, the Revolutions of 1848 were over and the directions of nationalism ~~was~~ were targeted for a less liberal course. In the United States, the Civil War was in the offing. In Latin America, the separation from Spain and Portugal was nearly complete and the establishment of national identities were continuing. In the Far East, China and Japan were responding and reacting to Western influences. In Africa, the exploration of the continent's interior was about to accelerate. The new inventions

and developments in science and technology which were the products of an industrial age in the West were having a rapidly increasing impact on the rest of the world. All these were factors influencing our decision concerning where and when to make a chronological start.

Third, we were united in our belief that the approach would be chronological-topical. We also agreed that we would be eclectic within this framework. We would zero in on that part of the world or that peculiar development which was "where or when the action was." That is, we would choose to emphasize items which were significant, had a broad effect, and that might serve as examples of similar developments elsewhere.

Industrialization, particularly its origins in Britain as well as some of the social, economic and intellectual impacts it engendered is an example of the above. We took as examples of the development of the modern states the unifications of Germany and Italy, the Civil War in the United States. the Japanese Restoration and Latin American nationalism as case study examples for nationalism and modernization in the nineteenth century world. These should be sufficient to illustrate our intent. A glance at the course syllabus will indicate our choices for later developments.

Fourth, we determined to avoid the esoteric and while seeking breadth, to note those aspects which would reinforce the objectives remarked upon earlier in this paper. In that regard, we were willing to deal with topics that initially might lead to the impression that we were overemphasizing the role of the West. We do not believe that to be the case. The West <u>has</u> played the dominant role in the past couple of centuries of world history. Its influence over the rest of the world, scientifically, technologically, militarily, politically and, yes, intellectually is easy to document. Why ignore it or play it down in order to appear more exotic? Additionally, our students are Americans. We were of like mind that the internal as well as the external developments of the United States

were relevant to our student's need for elucidation.

Presently, we are on our fourth narrative text. We began with the third volume of Garraty & Gay's History of the World and soon moved over to Wallbank, Taylor and Bailkey's third volume of Civilization Past and Present - in fact, through two editions of that text. We are now using Volume II of Palmer and Colton's History of the Modern World. All have been compromises and none has been completely satisfactory. Two members of the department are working on a text using our course experience as a model. It may prove to be the answer to our prayers.

We have had greater success in regard to a collection of source readings. Again, reflective of our experience, two members of the department have collaborated in producing a second edition of Lankevich & Sokolsky's The World and the West. The selections include excerpts from the writings of such people as Karl Marx, Shibuzawa Eiichi, Romesh C. Dutt, Susan B. Anthony, Sigmund Freud, Sun Yat-sen, Milovan Djilas, Patrice Lumumba, Betty Friedan, Vannevar Bush, John Paul II and Jimmy Carter. They are grouped under the following headings which should give you some indication of their scope.

I. Industry and Politics in the Nineteenth Century
II. Origins of the Modern Mind
III. World Politics in the Twentieth Century, and
IV. Challenges to Modern Man.

Again, referring to the syllabus, the larger number of audio-visual selections that the student is expected to use was purposely done. The idea here was to indicate to student and instructor alike, the wealth of materials that are available. It is true that they are not all of equal quality, and some would prove more helpful than others, depending on the bent of the instructor. We did attempt to avoid items that were lengthy and polemical, for obvious reasons. Also, some items were omitted because we did not believe them to be worth the cost. The selection

of an item was made only after it had been reviewed and recommended favorably by the reviewer. The assistance of the staff in our Learning Center was most valuable in acquainting us with the existence of new materials and providing us with the means to review this material.

Examinations are prepared by the instructor. Our classes have an average enrollment of 35. A portion of the final examination is departmental however. All our students take their history final exams at the same time. The departmental portion is taken from a list of 106 identifications. The student selects eight from fifteen that have been selected from the larger list. The departmental portion is worth 40%, the remaining 60% comes from questions composed by the student's own instructor. Students receive the list of identifications early on in the semester. A note to the students provides some guidance concerning how they should approach the answering of an identification question. The current list of identifications is available along with copies of the syllabus and this presentation.

The department has a budget for tutorial assistance and provides this service free of charge. Our tutors are trained to assist students in the methods of study and to get the student to rely upon himself in preparing for classroom discussions and the taking of examinations.

The department conducts a marathon review session on the day prior to the scheduled final examination. By utilizing a lecture hall, the space is available for students to drop in between 9 and 5, listen to a brief lecture by a member of the department (we take turns) and then ask questions about any part of the course that might present a problem.

At the beginning of my talk, I spoke about the fact that we were an inner city community college and about the character of our student body, their need for remediation, and their rather limited view of the world around them. In speaking to friends and colleagues around the country, I find that the problems, the needs, the

poor preliminary preparation to do college-level work is not unique to New York City. It has its counterparts throughout the country whether it be Wisconsin, Montana, California, Texas, Maine or Florida.

The feedback from our students has generally been positive. Once they are well along in the course, they become more responsive in class and perform better on examinations. The questions they ask are often related to current events and whether it be Japan, Lebanon, Iran, El Salvador, or Argentina, they suddenly begin to see connections they had not realized before. Another example of their interest is the present concern over arms limitation and the placing of cruise missiles in Western Europe. In these and many other respects, we have inspired or sharpened a sense of awareness that they and the world are interdependent.

We make no claim to having all the answers. Our present approach to world history is not engraved in stone. However, until something better comes along, we think we are accomplishing quite a bit toward the achievement of our objectives.

BRONX COMMUNITY COLLEGE
of the City University of New York

HISTORY 10 SYLLABUS

History of the Modern World

REQUIRED TEXTS:

1. R. R. Palmer & Joel Colton, A History of the Modern World Since 1815 6th edition (Alfred A. Knopf), 1983.

2. Lankevich & Sokolsky, The World and the West (Avery Publishing Group Inc., Wayne, N.J.) 1981 revised.

The History of the Modern World is a one-semester course intended to survey the major aspects, in topical form, of the significant events that are part of our political, economic, social and cultural heritage and that have shaped the course of our world's history since 1850.

Additionally, there are special materials such as slide/sound programs, tapes, etc., in the Learning Center which will be assigned to the student for supplementary use.

INTRODUCTION

A. Course Procedures and Materials

B. The Meaning of History

C. The Heritage of the French Revolution — Palmer* pp. xx-xxxlx (skim)

I. The Industrial Revolution

A. The Industrial Revolution in Great Britain — Palmer 427-433, Picture Essay 501-509, Reader #1 Toynbee**

Listen to and view in the Learning Center
Video tape VC 130, Man and the Industrial Revolution
FX 74.1-2, Industrial Revolution

1. The Importance of Invention

B. The Effects of the Industrial Revolution — Palmer 433-435, 437, 460-469

1. Social Consequences of Industrialism
2. Laissez Faire and Classical Economics - Adam Smith, Ricardo, Malthus
3. Political Liberalism and Reforms

C. An Alternative to Capitalism — Palmer 437-440, 491-495

1. "Utopian" Socialism
2. Marxism — Reader #2 Marx, #3 Bernstein
   a. The Principles of Dialectical Materialism - Orthodox Marxism
   b. Revisionist Socialism

Listen to and view in the Learning Center
VC 317, The Year of the Communes
FX 98.1, .2, The Ideas of Karl Marx explains his conceptions of history, dialectics, and the origins of capitalism

II. Consolidation of the Modern States — Palmer 440-443, 510-513

A. Italian Unification — Palmer 514-518; Reader #9 Mazzini

1. Mazzini, Garibaldi, and Cavour

B. German Unification — Palmer 518-527

1. Bismarck and Realpolitik

C. Civil War in the United States — Palmer 536-540; Reader #10 Lincoln, #18 Douglass

1. The End of Slavery - XIII Amendment
2. Industrial Expansion

D. Japan Westernizes — Palmer 543-549; Reader #8 Eiichi

* Palmer & Colton, etc. (hereinafter referred to as Palmer)
** Lankevich & Sokolsky, The World and the West (hereinafter referred to as Reader)

Listen to and view in the Learning Center
FX 120.2, The 1848 Revolutions - This audio-filmstrip clearly demonstrates why the second half of the 19th century is called "The Age of Nationalism." Be sure to note the effects of revolution on Italy, Germany, and Austria-Hungary.

FX 71.1,.2, Nineteenth Century Nationalism: traces the history of Nationalism in Europe

FX 812, The Unification of Italy

FX 70.1,.2, Filmstrip-Cassette, The Making of the German Nation: traces Germany's progress toward nationhood after 1818 and the events that led to the creation of the German Empire in 1871.

Video-tape #V 6.1 and .2, America: Episode 6: A Firebell in the Night: A dramatic presentation of the plight of slaves in mid-nineteenth century America.

Filmstrip-Cassette FX 192.FX 193 The Slavery Question Parts 1 & 2

Filmstrip-Cassette FX 194 Civil War - Free At Last
FX 195 Reconstruction

Filmstrip-Cassettes - Japan:
FX 377,.1 - The Land
FX 377.2 - History
FX 377.3 - Culture - This is good background material and interesting as far as historical development is concerned.

FX 788,.1,.2,.3, Japan - The Emergence of a Modern Nation

E. Latin American Nationalism. See supplementary material distributed in class.

III. Western Civilization Reaches Its Zenith

A. The impact of Modernization — Palmer 551-571; Reader #5 Carnegie, #6 Leo XIII

Listen to and view in the Learning Center
Charles Dickens, Oliver Twist, FX 202

B. France under the Third Republic — Palmer 572-576

C. Constitutional monarchy in Great Britain — Palmer 576-582; Reader #17 Mill

Listen to and View in the Learning Center
FX 806.1,.2 (parts 1 & 2) - The Victorian Era

1. Two-party Parliamentary Democracy
2. The Decline of Classical Liberalism — Palmer 585-591, 603-605; Reader #3 Bernstein (review)

IV. Europe's Intellectual Revolution — Palmer 591-597

A. Darwinian Evolution — Reader #15 Darwin, #16 Sumner

Listen to and view in the Learning Center
VC 13, Natural Selection: Explains the scientific process of natural selection via experiments which were conducted by biology departments of major universities.

FX 226, The Ideas of Charles Darwin: Describes how Darwin arrived at his theory of evolution and the impact of his ideas on Victorian society.

B. The New Physics

Listen to and view in the Learning Center
V 216, Einstein: A Visual and Audio Portrait

C. Philosophy and the Arts

Reader #20 Nietzsche, #21 Freud, #22 Adams

Listen to and view in the Learning Center
VC 109, Freud - The Hidden Nature of Man

D. The Rights of Women

Reader #19 Anthony, #57 Friedan and see supplementary material distributed in class

Listen to and view in the Learning Center
FX 286, .1-.4
Women's Work: America 1620-1920
1. *Her place is to Guide the House*
2. *Against God and Nature*
3. *Like Hens that Crow*
4. *Mostly Mannish Women*

E 443 B55, The Black Woman

FX 493, .1,.2,.3 - Women at Work

FX 1139, The American Woman: What Price Equality

V. Modernization Conquers the World

A. The Nature and Causes of Imperialism

Palmer 608-616
Reader #11 Kipling, #14 Lenin

Listen to and View in the Learning Center
Filmstrip-Cassette FX 36.1,.2,.3. Imperialism: Discusses motives of imperialism and examines histories of classical imperialism, the Spanish in Latin America, the British in India, and the 19th century scramble in Africa.

B. American Imperialism

Palmer 616-620
Reader #13 Roosevelt

1. Spanish American War
2. Roosevelt Corollary to the Monroe Doctrine

Listen to and View in the Learning Center
FX 1233 - Turning Point: The Sinking of the Maine
FX 995.1,2 - The United States & Latin America: Cooperation or Conflict - Part 1 & 2

FX 740, Both Sides of the Panama Canal: Discusses the issues surrounding American involvement in Panama and the questions whether the U.S. has a right to keep control of the Canal

FX 805.1,.2. Nationalism: American Nationalism and its Manifestations in the 19th and 20th Centuries

FX 804.1,.2.3, The Emergence of the U.S. as a World Power

C. The Partition of Africa — Palmer 627-634

1. Competition for Territory
2. Exploitation of Native Peoples

Listen to and view in the Learning Center
Filmstrip-Cassettes: FX 26, parts 1 to 6, Africa: A Cultural Survey, Series on Basic Patterns of African Life

D. British India — Palmer 635 (last paragraph)-638
Picture Essay 649-659
Reader #13 Dutt

1. British Economic and Cultural Dominance
2. Stirrings of Indian Nationalism

E. Imperialism in China — Palmer, 638-645

1. Western Powers force the "Opening of China"
2. Slicing the Chinese Melon: Annexation and Concessions

Listen to and View in the Learning Center
Filmstrip-Cassette FX 380 China, the Land and Its People
Part 1: Shows how the climate and resources have effected developments
Part 2: China, the early civilizations, early history, dynasties, religion, etc.
Part 3: China, East meets West: deals with cultural shock of the coming of the Westerners

Slide/Sound Program FY 23.1,.2: East Meets West: A contrast in values and culture

VI. The Great War - and After

A. Europe's Road to War — Palmer 660-670

Listen to and View in the Learning Center
Video-Tapes:
V 182, Europe is a Tinderbox (1910-1914)
V 194, Shall We Fight the Kaiser? (1916)
V 195, War Clouds Darken in the U.S. (1916)
V 196, President Wilson Asks for War (1917)

These are all very short Pathé Newsreels taken at the time; Remember that filmmaking was just invented around the turn of the century.

B. The Great War — Palmer 671-683 passim

Listen to and View in the Learning Center
Video-Tapes
V 328 .1, .2, The Great War: A Dramatization
V 183, The European War (1914-1915): newsreel
V 184, The European War (1916-1917): newsreel

C. Economic/Social Impact of World War I — Palmer 683-687

D. The Peace of Paris — Palmer 687-695; Reader #23 Wilson, #24 Keynes

Listen to and View in the Learning Center
Filmstrip-Cassettes
FX 1232 - Turning Point: The Treaty of Versailles
V 74 - The Versailles Peace & Its Consequence
FX 136, A World Without War?

E. The Mandates and the Principle of Self-Determination — Reader #25 Balfour Declaration, The Zionist Statement, #27 First Pan-African Conference

VII. Results of Global Conflict

A. Revolution in Russia — Palmer 696-697, 710-717

Listen to and View in the Learning Center
Filmstrip-Cassettes:
FX 97.1 and .2, The Russian Revolution, discusses the historical background to the revolution, the social and political structure and the problems and beginning of Marxist influences evidenced in the formation of revolutionary groups and parties

FX 789.1 and .2, The Rise of Communism
V 74 - Intervention in Siberia: The U.S., The Allies & Russian Civil War, 1918-1920
Video-Tapes V-176, The Russian Peasant - Today!
V-177, The Russian Consumer - Today!

1. Totalitarianism of the Left
2. Stalin's Russia — Palmer 717-734; Reader # 31 Nature of the Communist Party

B. A Changed Europe — Palmer 740-751

C. The Revolt of Asia — Palmer 755-761; Reader #28 Sun Yat-sen, #30 Nehru

1. Japanese Aggression — Reader #34 Tanaka
2. Imperial Decline — Palmer 772-776; Reader #29 Statute of Westminister

D. The Great Depression — Palmer 761-772

Listen to and View in the Learning Center
Video-tapes:
V 175, F.D.R's First Term (March 1934)
V 75, Roosevelt and His Critics: The Election of 1936
V 173, C.C.C.
V 174, N.R.A.
Filmstrip-Cassette FC 55, F.D.R. and Historical Crisis

1. The New Deal in America

VIII. World War II

A. Totalitarianism of the Right

1. Italian Fascism — Palmer 780-784; Reader #32 Mussolini

Listen to and View in the Learning Center
Filmstrip-Cassette:
V 80, The Course of Our Times: Mussolini's Italy
Filmstrip-Cassette:
FX 73.1, .2, Fascist Dictatorships: discusses Italy Under Mussolini

2. Nazi Germany — Palmer 784-793; Reader #33 Nazism

Listen to and View in the Learning Center
(select at least four)
Video-tapes
V 185, Hitler Takes Over (1934)
V 186, Nazi Youth on the March (1935-1936)
V 187, The Nazi March Into the Rhineland (1936)
(The above are all newsreels and very interesting)
VC 22.1, .2, The Twisted Cross, begins with defeated Germany after World War I, the hunger and misery and hopelessness of the people. (excellent)
Filmstrip-Cassettes:
FX 70.3, The Making of the German Nation, 1918-1933, The Rise of Hitler
FX 70.4, The Making of the German Nation, 1933-1945, Hitler prepares for war.
V 206, The Concentration Camps
V 207, Germany Surrenders
V 208, Hitler Gang Stands Trial

B. The Path to a Second War — Palmer 795-803

C. Military Operations — Palmer 804-822 passim; Reader #37 Four Freedoms, #37 Atlantic Charter

Listen to and View in the Learning Center
(select at least four)
Video-tapes:
V 201, Munich Pact (September 1938)
V 202, International War Tensions (1939)
V 203, Poland Surrenders (1939)
V 179, Japan Attacks Pearl Harbor (1941)
V 180, F.D.R. Asks Congress for War
V 181, Japs Take Corregidor

V 197, Germans Stopped at Stalingrad (1942)
V 167, Allies Land in North Africa (1942)
V 168, Battle of Sicily (1943)
V 169, Death of Mussolini (1944)
V 198, D-Day (1944)
V 199, Yanks Liberate Paris (1944)

(The above are all newsreels of events as they happened. They are 3-5 minutes in length.)

Filmstrip-Cassette FX 133.1 and .2, The Causes of World War II

1. The Holocaust *(Series) FS 245-248*
2. The Atomic Bomb - *VHC 403 - Report of a Hiroshima Survivor (sound cassette)*

D. Foundations of World Peace — Palmer 822-827

1. Organizing the United Nations — Reader #40 Declaration of Human Rights

IX. Great Power Rivalries

A. Origins of the Cold War — Palmer 842-851; Reader #38 Churchill, #39 Truman Doctrine

Listen to and View in the Learning Center
Video-tapes:
V 79, Truman and the Policy of Containment: The Cold War Flares, The Korean War, the Korean War From the Truman-McArthur Dispute to the Armistice (1951-1953)
V 192, Reds Take Czechoslovakia (1948)
V 193, Atlantic Pact
Filmstrip-Cassettes:
FC 64, Truman's Post-war Legacy
FC 41.1 and .2, Truman and the Policy of Containment
FX 804.3, Emergence of the U.S. as a World Power (Part 3)

B. The Communist Empire — Palmer 852-860; Reader #42 Djilas, #43 Krushchev, #44 Kennedy

1. The Missile Crisis and Détente

C. Chinese Communism — Palmer 860-866; Reader #41 Mao, #45 Nixon

Listen to and View in the Learning Center
FX 1064, Inside the New China
V 188, Communism Comes to China: Actual newsreels of revolution in China in 1949
FX 380.4, China Since 1949: Recreates the Communist takeover, the problems with Taiwan, and explores present-day aspects of life.

1. The Sino-Soviet Split

X. Empire into Nations - The Third World

A. India and Pakistan — Palmer 866-868

Listen to and View in the Learning Center

FX 38.1 and .2, Twentieth Century Nationalism: Explains in detail cases of India and Vietnam as examples of struggles for national independence

FX 805.1, .2, Nationalism

Video-tape V 190, Gandhi, Assassinated (1948)

B. The Middle East — Palmer 869-876; Reader #25 Balfour Declaration (Review)

C. African Nationalism — Reader #47 Lamumba & Ojukwa; Palmer 876-883

Listen to and View in the Learning Center

FX 122: South Africa: The Issue of White Supremacy

FX 821: Tribalism and Nationalism in Black Africa

D. Latin America - Peron to Castro — Reader #26 Mexican Constitution, #46 Peron

Listen to and View in the Learning Center

FY 98 and 99: Medero and Mexico: The Victory of the Constitutionalists

FX 823.1, .2: Puerto Rico: Tradition, Problems, and Prospects

FX 239, Cuba Balance Sheet of a Revolution: Depicts Fidel Castro's gradual takeover in Cuba (starting in 1953-Civil War) and his drift toward the U.S.S.R.

E. Prospects for the Third World — Reader #51 Barbara Ward

XI. The Shape of the Modern World

A. The United States since 1945 — Palmer 884-886; Reader #50 Eisenhower, #52 Johnson, #56 Brown vs. Bd.of Education

1. The Civil Rights Revolution

B. The Democracies Since 1945 - Western Europe and Japan — Palmer 886-902

C. Crisis and Coexistence — Palmer 915-926

Listen to and View in the Learning Center

FC 49, Summit Diplomacy: Eisenhower and the Russians (also V 68)

V 79, Korean War

FX 1234, Turning Point: The Korean Conflict

FX 95, Capitalism and Communism: Détente or Confrontation

1. Korea, Vietnam, Afghanistan

XII. Intellectual and Social Change

A. The Challenge of Science — Palmer 902-906; Reader #48 Bush, #49 Schubert

B. Philosophy and Religion — Palmer 907-912; Reader #59 Pope John Paul II

C. The New Woman — Palmer 913-915; Reader #57 Friedan (Review)

D. Challenges and Dilemmas — Palmer 926-936

1. Economic Issues — Reader #54 Commoner, #55 Eyre
2. Population and Pollution — Reader #60 Carta, 61 McNamara
3. The Arms Race and Peace — #62 Jenkins & Kennedy, 63 Carter

BRONX COMMUNITY COLLEGE
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HISTORY DEPARTMENT

History 10 - SUPPLEMENTARY ESSAY TO BE DISTRIBUTED TO ALL STUDENTS IN HISTORY 10.

NOTE: This is to be read in connection with Latin American Nationalism (See History 10 Syllabus, II-E, Consolidation of the Modern States.

19th Century Latin America

Most of Spanish and Portugese Latin America achieved its independence by the close of the third decade of the 19th century. Haiti, influenced by the French Revolution, rose in rebellion in 1791, under the leadership of Toussaint L'Ouverture and finally won independence in 1804.

Now that independence had been achieved, Latin Americans had to write constitutions, develop viable governments, build stable economies, and establish diplomatic relations with neighbors and the powers of North America and Europe. But before we look at these problems, one question must be examined. Why did the former Spanish American colonies fail to build a unified nation such as Brazil or the United States? The answer falls into three parts - politics, geography, and culture. Politically, each independence leader wanted to play a role in building the nation state such as George Washington did during the early years of American history. Since there were several men (Bolivar, San Martin, Sucre, O'Higgins) who played an important role in achieving independence for Spanish Latin America, there were bound to be pressures for several nation states. Secondly, geography helps to understand this problem. An examination of a map of Central and South America shows huge mountains, numerous rivers, forests, etc. During the 19th century, travel and communications were very slow. Overland it took months to travel between the great cities of Buenos Aires, Santiago, Rio de Janeiro and Lima. Nineteenth century Latin Americans did not possess the tools to govern such a great area. Culture also plays a role. Most North Americans believe that all Latin Americans are of one culture. This is not the case. While most Latin Americans speak Spanish, a large number speak Indian languages, and even among Spanish-speaking peoples, there are variations which we call dialects. They are, for example, major cultural differences between the Argentine and the Mexican. Argentina is, to a large degree, influenced by European culture. Mexico is a blend of the European and Indian worlds. Political ambition, geographical barriers, and cultural differences contributed to the creation of Mexico, the Central American republics, Venezuela, Columbia, Ecuador, Peru, Chile, Boliva, Paraguay, Argentina, and Uraguay.

Now let us turn to political, economic and social development after independence. The new constitutions called for governments modeled on both the American and European examples. With the exception of Brazil (Mexico was also a monarchy for a short period) which was a monarchy, all were republics. Usually the presidency (executive) was the strongest branch of government. Although there was a general belief in equality before the law, free trade, and public education, suffrage was sharply limited to the upper class, the elite. Among the elite, two political factions battled, sometimes violently, for power. Liberals called for curbing the power of the established church (Catholic), free trade, public education, and federalism (regional autonomy). Conservatives were pro-Church, and favored a regulated economy and highly centralized government, the opposite of federalism. During the 19th century the elite, whether Liberal or Conservative, governed Latin American society. Later, during the early years of the 20th century in a number of countries Liberals and Conservatives settled their differences and unified to fight democratic and socialist movements. The most important

point to remember, however, is that the vast majority of the population played no political role. Dictators (Caudillos) represented the elite. Occasionally, changes in government took place which were called "palace revolutions." These were really not revolutions but events demonstrating that the elite was unhappy with a particular "dictator." Although it appeared that the Caudillos ruled, the elite made the major political and economic decisions. It should also be noted that the army (officers were often the sons of the elite) generally supported these decisions. No Caudillo could survive without the support of both the elite and the army.

Latin Americans inherited economies from their former colonial rulers that can be best described as stagnant. At the time of independence Latin America was an exporter of natural resources, mostly minerals and agricultural produce, and an importer of manufactured goods. The flood of imported manufactured goods prevented the development of destroyed local industry. Remember that the Liberals among the elite supported the concept of free trade. However, free trade hurt Latin American economic development. Government support and protection would have been a more appropriate policy to pursue. The promotion of free trade meant that Latin America became almost totally dependent on Europe and North America. Latin America became a major supplier of raw materials for the industrialized countries of the world. Since prices for raw materials were generally low during the 19th century, not only was Latin America dependent on Europe and North America for manufactured goods, but also poor.

During the second half of the 19th century some prosperity occurred and living standards improved slightly. Why? There were increases in exports which, of course, meant more revenue for the exporter, miner, and farmer. Foreign investment helped to develop some industries and improve transportation, especially railroads. In a few Latin American countries, tariffs were introduced which helped fledgling industries. Although economic growth helped benefit some elements of the population, mostly city dwellers, Latin America still remained economically dependent on industrial Europe and North America. Latin America, at the end of the 19th century, was still an underdeveloped area and poor. In fact foreign investment meant heavy debt and subordinated Latin American economic development to the demands of the industrial nations. It becomes more and move obvious why Latin Americans, today, have numerous grievances against Europeans and Americans.

Latin America, during the 19th century, was basically a two class society with a very small middle sector. At the top, the elite or upper class ruled politically and owned most of the land, mines and industry. In the middle there existed a small group which comprised most of the professions such as law, medicine and education and the shopkeepers. At the bottom of society the majority of the people worked the land on large estates (latifundia). Their condition was only a little better than slavery. The average family was bound to the soil by debt. Since they could never pay their bills to the landowner (patron), they became little more than a permanent, docile, cheap labor force. A comparable example in our own country would be share-cropping. Debt peonage, as the sociologists call the status of most Latin Americans during this period, was a far more humiliating condition since peons could literally be "sold" with the estate. Occasionally, the peons objected to the way of life they were subjected to and there was social unrest. Numerous examples can be cited for Brazil, Peru and Panama. Sometimes, as in the case of Brazil, this took the form of rebellion. The elite could count on the army to put down these disturbances. In the cities with industrialization, unions were created by workers. Again, the elite, owners of factories as well as great estates, could rely on the police as well as the army to discipline unruly workers.

Although there was some economic growth during the 19th century, most Latin Americans remained poor, uneducated, and exploited by a small elite class. Social inequality was the norm in some countries and Indians and former black slaves suffered the most. Such conditions would produce revolutionary explosions in the next century.

During the period being discussed, the Catholic church played a highly significant role in Latin American society. The Church possessed great wealth, political power, and control of (almost a monopoly) education. The Church bureaucracy was also involved in such mundane matters as the operation of cemeteries and the registration of marriages, deaths, and births. Liberals sought to have these matters transferred to the state. In fact for many years the main point of contention between Liberals and Conservatives was the issue of Church power. Sometimes violence followed debate. By the early 20th century in most countries of Latin America, Church power moderated significantly and Protestants, Jews, and non-believers found it much easier to live according to their own beliefs.

Shortly after independence the new Republics established diplomatic relations with neighbors and the powers of Europe and North America. This, however, did not protect them from the imperial ambitions of their former masters, or the giant of the north, the United States. Spain attempted on several occasions to reconquer several of her former colonies. Fortunately, Peru, Chile and the Dominican Republic, targets of Spanish imperial ambition, were able to defend themselves. Mexico was not so fortunate. As a result of defeat in the Mexican War, 1846-48, she lost the southwest (California, Arizona, New Mexico). Earlier, Texas, with American backing, seceded from Mexico.

Although the Monroe Doctrine (1823) declared "that the Americans were no longer open to European colonization and that the United States would regard any intervention of a European power in the Americas as an unfriendly act against the United States," France invaded Mexico during the 1860's and installed an Austrian on the throne. Mexicans under the leadership of Benito Juarez fought hard and in 1866 the French withdrew.

European and American intervention made many Latin Americans wary of the great powers for decades. They, for example, argued that the Monroe Doctrine was a vehicle for American domination of the Western Hemisphere.

For the most part, relations between the nations of Latin America were quite peaceful. There was, however, some conflict. Chile, Boliva, and Peru resorted to arms (War of the Pacific, 1879-83) in order to battle over control of nitrate deposits of the Atacama desert; Argentina and Brazil, 1825-28, fought over control of Uruguay; the Dominican Republic rebelled against Haiti in 1844 in order to regain its independence; and in the major conflict of the 19th century, Argentina, Brazil, and Uruguay sought to subdue Paraguay for control of the strategic La Plata basin. Fortunately, during the 20th century Latin Americans have relied more often on mediation and arbitration than physical conflict. Latin Americans, in general, have been less inclined to shoot than the Europeans or, for that matter, the United Sates.

Like our own country, Latin Americans continue to be influenced by the culture of their former imperial overlords. After all, we speak and write English and live under law based on British practice. Latin Americans, likewise, continued to look to Spain, Portugal, and France for cultural models after independence. This is demonstrated by the architecture of the great cities, literature, and art. Although most writers and artists aped European trends, by the end of the century some began

to break out on their own and create indigenous styles.

Throughout the history of Latin America, millions of Indians, of course, retained their culture. Today, this can be examined first hand in such countries as Bolivia and Peru where the Indian population speaks its own languages and practices its own religion, art, and music. Finally, we must not overlook the contributions of the African. Brazilian culture is a blend of the Portugese, Indian and African. The African influence is most noticeable in art and music.

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HISTORY DEPARTMENT - History 10 - Supplementary Reading in connection with Assignment IV-D, "The Rights of Women"

"WOMEN IN HISTORY" by T. Walter Wallbank, reprinted with permission from Wallbank, Taylor, Bailkey - Civilization Past & Present, Book III, 7th Edition (Scott Foresman & Co.) pp.441-443.

Throughout history, many wars have been fought against tyranny. Yet the male segment of the human race has been startled by the accusation that it has been practicing its own form of tyranny. This, in no uncertain terms, is the indictment of the current Women's Liberation Movement. "Women are an oppressed class. Our oppression is total, affecting every facet of our lives. We are exploited as sex objects, breeders, domestic servants, and cheap labor. We are considered inferior beings whose only purpose is to enhance men's lives.

The Women's Movement can demonstrate a long history of tyranny. They can quote the words of St. Paul the Apostle that women were expected to be "discreet, chaste, keepers of the home, good, obedient to their husbands." To the early Christian theologians woman was "a necessary evil, a natural temptation, a desirable calamity, a domestic peril, a deadly fascination, a painted ill."

Medieval Europe has often been pictured as a time when beautiful ladies were courted by ardent chivalric knights. But romantic love expressed by the poesy and song of gallant troubadors was confined mainly to extramarital relations. Mistresses were graciously courted, but wives were shamefully bossed and abused. Marriage was a business affair, often arranged by parents and brutally enforced. Custom and law permitted wives to be beaten as long as it was done "temperately." And once married, "a good wife produced male heirs, ran the household economically, and never contradicted her husband."

Male supremacy and the subordination of woman continued little changed into the late nineteenth century. The English Common Law was a prime instrument used to keep woman "in her place." By it, she lost both her name and her legal personality on marriage. As Blackstone said, "The husband and wife are one and that one is the husband." Her personal property became that of her husband who could demand all of his wife's income and could spend it any way he pleased. Wives who refused to return home, when mistreated, could be imprisoned, yet divorce was extremely expensive and difficult. A husband could secure a divorce on the grounds of infidelity, but a wife could not. Women could not vote nor hold any important political office. In the area of education there were few opportunities. The rudiments of elementary schooling might sometimes be obtained but there were no openings in colleges, and women could not obtain medical or legal training. With the advent of the Industrial Revolution in the early 1800's, women and children were shamefully exploited. Often assigned to arduous jobs in textile mills, and even mines, women worked long hours for pitifully low wages.

The opening salvo in the long struggle for women's rights began in England in 1792 when Mary Wollstonecraft wrote A VINDICATION OF THE RIGHTS OF WOMEN. Slow progress was made in the face of well-nigh universal male opposition. Even Queen Victoria spoke of the "mad wicked folly of women's rights." After 1850, however, the women's rights movement registered important gains. Many of the legal disabilities of the English Common Law relating to property rights, admission to colleges, voting in local elections, and being able to draw wills were rectified. Legislation was also passed to protect women in industry.

Meanwhile, there were stirrings of the feminist movement in the United States. Oberlin in Ohio became the first co-educational college in 1837. However, the expansion of women's colleges, such as Smith, Bryn Mawr, and Wellesley, did not come until the last quarter of the nineteenth century. At this time medical and legal training for women also became available.

In 1848 the first Woman's Rights Convention was held at Seneca Falls, New York. In addition to female suffrage as a goal, it insisted upon equal participation of women with men in the professions and removal of all discriminatory laws. Its deliberations were widely denounced as "the reign of petticoats, female revolution, and legalized adultery." A women's suffrage convention held in 1853 was described in a New York newspaper thus: "The assemblage of rampant women . . . was an interesting phase in the comic history of the Nineteenth Century . . . a gathering of unsexed women, unsexed in mind, all of them publicly propounding the doctrine that they should be allowed to step out of their appropriate sphere to the neglect of those duties which both human divine law have assigned to them. Is the world to be depopulated?"

In the closing decades of the nineteenth century the feminist movement progressively gathered force. Women had been given the vote in 1893 in New Zealand and suffrage was enacted in Australia and the Scandinavian countries in the early 1900's. By 1906 women had been given the vote in four western states yet universal equal suffrage did not become law in the United States until 1920 with the ratification of the nineteenth amendment.

The battle for female suffrage was violent in Great Britain where the Suffragette Movement began in earnest in 1903. Here the "weaker sex," under the direction of Emmeline Pankhurst, unleashed a campaign of violence and disruption that amazed husbands and the government alike. Plate-glass windows of department stores were smashed, priceless relics in the British Museum were defaced, and bombs were planted promiscuously. While no tangible political gains had been made before World War 1, in 1918, the franchise was given to women 30 years of age and over. Ten years later it was given to all women on the same basis as men.

Securing the vote in Britain and the United States ended what may be thought of as the first phase of the feminist movement in these countries. The next great surge of the feminist movement was renewed in the 1960's. This phase was signaled by the publication of Betty Friedan's THE FEMININE MYSTIQUE. Friedan declared that, since World War II, women had been conned by the media, mass advertising, and especially by women's magazines, into believing--no matter how brilliant and well educated--that their greatest satisfaction is gained by turning their backs on a career, the affairs of the world, and devoting themselves exclusively to family life.

Referring to the content of one large circulation magazine, Friedan observes: "The image of women that emerges from this pretty magazine is young and frivolous, almost childlike; fluffy and feminine; passive; gaily content in a world of bedroom and kitchen, sex, babies, and home. The magazine surely does not leave out sex; the only passion, the only pursuit, the only only goal a woman is permitted is the pursuit of a man. It is crammed full of food, clothing, cosmetics, furniture, and the physical bodies of young women, but where is the world of thought and ideas, the life of the mind and spirit?"

In 1966 the arguments in her book were translated into organizational form when Betty Friedan created the National Organization for Women (NOW). Other movements appeared such as the Redstockings, Witch, SCUM (Society for Cutting Up Men), and the Feminists. There was general agreement on demands such as the end of wage and job discrimination and the commercial exploitation of women as sex symbols. Other goals were adequate child care centers, an equal rights constitutional amendment, the rights of abortion, and tax deduction for home and child care expenses for working parents.

Apart from the formal organization whose members might have reached 10,000, there were hundreds of small informal "rap" groups meeting to discuss the "woman problem." NOW was very active in legal suits against female discrimination, in testifying before governmental bodies, and in picketing "males only" bars and restaurants. It also made strong protests against sex-segregated want-ads in newspapers. In 1968 the Miss America Pageant was picketed by feminist groups. This beauty contest was selected "as a target because of the ideal of American womanhood it extolled-vacuous, coiffed, cosmeticized, and with a smidgin of talent." A "freedom trashcan" was provided for bras, girdles, curlers, high-heeled shoes," and other instruments of torture to women." NOW also took notice of what it regarded as offensive sexist advertising in magazines by presenting them with its "barefood and pregnant in the kitchen" award.

This widespread feminist activity and its impact upon the federal government. Significant laws were enacted in Washington, such as the Equal Pay Act in 1963 and the Civil Rights Act the following year, the latter prohibiting discrimination based on race, color, nation origin, or sex by employers, unions and governmental agencies. Presidential executive orders also extended the prohibition to federal contractors and educational institutions receiving government funding. In 1972 Congress passed the long disputed Equal Rights Amendment which by early 1975 had been ratified by thirty-four states-just four short of final approval. When adopted, this will become the 27th Amendment of the U.S. Constitution. A landmark event for the legal rights of women was the Supreme Court ruling in 1973 that a woman had a right to decide herself whether or not to bear a child. This decision, based on the Fourteenth Amendment, was strongly opposed by antiabortion groups.

By the mid-seventies the role of women in the United States was changing substantially. Several hundred complaints, utilizing federal legislation had been brought against management for sex discrimination and back-pay awards running into millions of dollars were made. Women's groups and, in addition, filed discrimination charges against more than 300 colleges and universities. Employment opportunities were also opening up in broadcasting, forestry, the armed forces, and law enforcement, while the total number of women in the labor force had reached forty percent and of these sixty-three percent were married.

Progress in the political field was disappointing for advocates of women's rights. In the election of November 1974 one woman was elected governor of a state, one lieutenant governor, one mayor of a city with a population over 500,000, and one chief justice of a state supreme court. In state legislatures 587 women had secured seats, yet there were only 18 in the House of Representatives, and none was able to gain a seat in the Senate.

But, if the entry of women into politics has not, thus far, been impressive, the impact in the world of sports has been startling from the ten-year-olds who have integrated Little League baseball to jockeys riding thoroughbred race horses at major tracks. Women's events have become some of the most popular and exciting at the Olympic Games. Literally thousands of female athletes have been excelling in bowling, skating, cycling, basketball, and track. Above all, women's achievements in golf and tennis are nothing short of phenomenal; in 1974 women's purses in golf totaled nearly two million dollars; in tennis prize money for women came to over $700,000.

It is obvious that a veritable revolution in feminine life styles is in progress, not only in the United States but in western Europe, Africa, and Asia. Some of the most militant feminists foresee a completely new concept emerging for male and female roles. Even if the family unit is retained, they argue that changes must be made so that the horizons of housewives can be broadened. It is suggested that husbands share the responsibilities and duties of homemaking and child raising. The business world is also urged to arrange more flexible work schedules and make available more part-time jobs. There are some feminists who insist that the family as we know it must go. "We can't

destroy the inequities between men and women until we destroy marriage. We must free ourselves. And marriage is the place to begin."

Another group of feminists take an exploratory position. Believing that some modifications should and will be made in the sex roles of men and women, they are looking for answers, but as yet there is no general agreement as to what form they will take. These feminists ruminate: "No one, clearly, has any answers yet, although a host of possibilities present themselves to confuse us all even further. Living alone? Living in mixed communes with men and women? Living in all-women communes? Having children? Not having children? Raising them collectively, or in the old family structure? The father and/or other men sharing equally in child care, or shouldering it entirely, not being permitted any participation?" Any complete transformation of the traditional family unit is not supported at this time by the great majority of women, including many who support feminism. They take the position that, given the removal of remaining disabilities and disadvantages, women will be able to enjoy meaningful fulfillment both inside and outside the home. First priority goes to the full recognition of equal pay for equivalent work, better opportunities to entier the high echelons in the professions, business, and government, and increasing child care provision.

Referring to the first annual WOMEN OF THE YEAR AWARD, given in 1973 to "women doers, achievers, and shapers of American society," Lenore Hershey, editor of Ladies Home Journal, wrote: "These women and millions like them were proving that there were new horizons for women in America. Many women would find what they wanted by submerging themselves in their homes and families. Many would seek fulfillment by working, by doing volunteer work, or through political activities. All of these choices were to be respected and supported. But women's futures, like men's, would only improve as all Americans, male and female, found the courage to break through arbitrarily closed doors and to believe in the concept that every individual can go as high as her or his talents and determination can lead."

IDENTIFICATIONS - History 10

Note to Students: The following list of identifications has been compiled by the History Department to help you better prepare your assignments. After reading your assignment, you should be able to state the who, what, when, where, why, how, and the historical significance (importance) of the item to be identified. If you are asked to identify a particular reading, you ought to note the following:

a) who wrote it
b) when was it written
c) why was it written
d) what is the main idea of the passage
e) what is the historical significance (importance) of the passage

While the items listed below are not the only items you should know for identification purposes, your mastery of this list will be of great help to you as you prepare for class and examinations.

Please note that 40% of your final examination will come from this list. The Department will select 15 identifications from this list and you will have to answer eight (8) of the 15. Each identification will be worth 5 points.

TOPIC 1 - Industrial Revolution

1. Wealth of Nations
2. Laissez faire
3. Thomas Malthus
4. Proletariat
5. The Communist Manifesto
6. Surplus value theory
7. James Watt
8. Reform Bill of 1832
9. Utopian Socialism
10. Dialectical materialism
11. Eli Whitney

TOPIC II - Consolidation of the Modern States

1. Nationalism
2. Camillo di Cavour
3. Realpolitik
4. Otto von Bismarck
5. Abraham Lincoln
6. The Thirteenth Amendment
7. Frederick Douglass
8. Meiji Era
9. Simon Bolivar
10. Dreyfus Affair

TOPIC III - Western Civilization Reaches its Zenith

1. Andrew Carnegie
2. Benjamin Disraeli
3. On Liberty
4. Chartist Movement
5. Evolutionary socialism
6. Welfare State

TOPIC IV - Europe's Intellectual Revolution

1. Social Darwinism
2. Origin of Species
3. Albert Einstein
4. Sigmund Freud
5. Friedrich Nietzsche
6. Feminine Mystique
7. ERA
8. Susan B. Anthony

TOPIC V - Modernization Conquers the World

1. White Man's Burden
2. Roosevelt Corollary to the Monroe Doctrine
3. Imperialism, The Highest Stage of Capitalism
4. Berlin Congress of 1885
5. Indian (Sepoy) Rebellion
6. Opium Wars
7. "Open Door" Policy
8. Extraterritoriality

TOPIC VI - The Great War - and After

1. Triple Alliance
2. Triple Entente
3. Fourteen Points
4. The Economic Consequences of the Peace
5. The Versailles Treaty
6. The Mandate system

TOPIC VII - Results of Global Conflict

1. Lenin
2. The Bolsheviks
3. New Economic Policy (NEP)
4. Joseph Stalin
5. Five-Year Plans
6. The Three People's Principles
7. Weimar Republic
8. Locarno Treaty
9. M. Gandhi
10. Jawaharlal Nehru
11. Chiang Kai-shek
12. Mao Tse-tung
13. Crash of 1929
14. New Deal

TOPIC VIII- World War II

1. Totalitarianism
2. Mussolini
3. Mein Kampf
4. Munich Conference
5. Holocaust
6. Pearl Harbor
7. Spanish Civil War
8. Winston Churchill
9. Nazi-Soviet Pact
10. Hiroshima
11. Yalta Conference

TOPIC IX - Great Power Rivalries

1. Truman Doctrine
2. Marshall Plan
3. NATO
4. Nikita Khrushchev
5. The Hungarian Revolution of 1956
6. Cuban Missile Crisis
7. Korean War
8. The Great Cultural Revolution
9. The New Class
10. The Iron Curtain
11. The Cold War

TOPIC X - Empire into Nations - The Third World

1. The Third World
2. Indira Gandhi
3. Peronism
4. Zionism
5. General Abdel Nasser
6. OPEC
7. The Rich Nations and the Poor Nations
8. Yom Kippur War
9. Mexican Constitution of 1917
10. Jomo Kenyatta
11. Apartheid

TOPIC XI - The Shape of the Modern World

1. The McCarthy Era
2. The Military Industrial Complex
3. Martin Luther King Jr.
4. Brown vs. Board of Education
5. The Great Society
6. Charles de Gaulle
7. Vietnam War
8. Détente

TOPIC XII - Intellectual and Social Change

1. Genetic "code"
2. Secularism and materialism
3. Existentialism
4. The Camp David Agreement
5. Man the Pest
6. The Common Market
7. Population explosion
8. SALT and START

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